

**Texas Education Agency  
Standard Application System (SAS)**

<b>2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5</b>		
<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	<b>FOR TEA USE ONLY</b> <small>Write NOGATE here:</small> <div style="border: 1px solid black; padding: 2px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED  TEA  SEP 29 PM 3:55  EDUCATION AGENCY </div>
<b>Grant Period</b>	February 1, 2017, to July 31, 2020, pending future federal allocations	
<b>Application deadline:</b>	5:00 p.m. Central Time, September 15, 2016	
<b>Submittal information:</b>	<b>Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:</b> <div style="text-align: center;"> Document Control Center, Division of Grants Administration  Texas Education Agency, 1701 North Congress Ave  Austin, TX 78701-1494 </div>	
<b>Contact information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Santa Maria ISD	031913	Tony Gonzalez Elementary	
Vendor ID #	ESC Region #	DUNS #	
1746002267	1	836341222	
Mailing address		City	State    ZIP Code
P.O. Box 448		Santa Maria	TX    78592

**Primary Contact**

First name	M.I.	Last name	Title
Maria	J.	Chavez	Superintendent
Telephone #	Email address		FAX #
956-565-6308	mchavez@smisd.net		(956)565-4422

**Secondary Contact**

First name	M.I.	Last name	Title
Rogelio		Campa	Principal
Telephone #	Email address		FAX #
956-565-5348	rcampa@smisd.net		(956)565-2698

**Part 2: Certification and Incorporation**

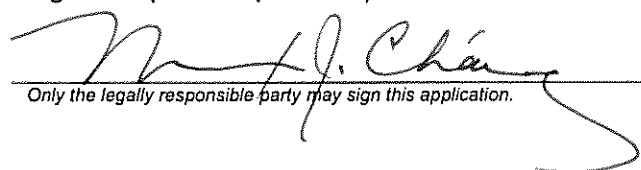
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Maria	J.	Chavez	Superintendent
Telephone #	Email address		FAX #
956-565-6308	mchavez@smisd.net		956-565-4422

Signature (blue ink preferred)

Date signed



9/27/14

Only the legally responsible party may sign this application.

701-16-105-050

**Schedule #1—General Information**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions.</li> <li>3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Transformation Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that— <ol style="list-style-type: none"> <li>i. Take into account data on <b>student growth</b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>ii. Uses the definition of <b>student growth</b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</li> </ol> </li> </ol> </li> </ol>

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	<p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and create community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <ol style="list-style-type: none"> <li>Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</li> <li>Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</li> <li>Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</li> </ol> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Texas State-Design Model</b>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <b>Early College High School (ECHS)</b>.</p> <p>By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:</p> <ul style="list-style-type: none"> <li>Improves student academic achievement or attainment</li> <li>Is implemented for all students in the school</li> <li>Addresses in a comprehensive and coordinated manner:             <ul style="list-style-type: none"> <li>improvement in school leadership</li> <li>improvement in teaching and learning in academic content areas</li> <li>professional learning for educators</li> <li>student non-academic supports</li> </ul> </li> </ul> <p>In doing so, the LEA/campus will implement the following:</p> <ol style="list-style-type: none"> <li>Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</li> <li>Provide a rigorous course of study that enables students to receive a high school diploma and complete</li> </ol>

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- the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
  4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. I doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
  5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
    - (A) Data to identify the population at risk of dropping out of school;
    - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
    - (C) Early College brochures in all languages relevant to the school community;
    - (D) Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1**

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
  - (A) Partnership between the school district and an institute of higher education (IHE) that:
    - i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
    - ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.
9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
  - (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
  - (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables

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students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

**Adapted from Texas Early College High School Blueprint, Benchmark 5.**

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
- (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
- (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
- (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- [Texas Education Code §29.908](#)
- [Texas Administrative Code §4.161](#)
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:
1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
  2. Offer full-day kindergarten.
  3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
    - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;

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	<ul style="list-style-type: none"> <li>(B) High-quality professional development for all staff;</li> <li>(C) A child-to-instructional staff ratio of no more than 10 to 1;</li> <li>(D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;</li> <li>(E) A full-day program;</li> <li>(F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;</li> <li>(G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;</li> <li>(H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;</li> <li>(I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;</li> <li>(J) Program evaluation to ensure continuous improvement;</li> <li>(K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;</li> <li>(L) Evidence-based health and safety standards.</li> </ul> <ol style="list-style-type: none"> <li>4. Provide educators, including preschool teachers, time for joint planning across grade levels.</li> <li>5. Replace the principal who led the school prior to the commencement of the early learning model.</li> <li>6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--             <ul style="list-style-type: none"> <li>(A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>(B) Are designed and developed with teacher and principal involvement;</li> </ul> </li> <li>7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</li> <li>8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.</li> <li>9. Use data to identify and implement an instructional program that is:             <ul style="list-style-type: none"> <li>(A) Research-based;</li> <li>(B) Developmentally appropriate;</li> <li>(C) Vertically aligned from one grade to the next as well as aligned with State academic standards;</li> <li>(D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.</li> </ul> </li> <li>10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</li> <li>11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:             <ul style="list-style-type: none"> <li>(A) Aligned with the school's comprehensive instructional program</li> <li>(B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.</li> </ul> </li> <li>12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).</li> <li>13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.</li> <li>14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.</li> </ol> <p>If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.</p>
10.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Turnaround Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;</li> </ol>

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By TEA staff person:



	<ol style="list-style-type: none"> <li>2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;             <ol style="list-style-type: none"> <li>(A) Screen all existing staff and rehire no more than 50 percent; and</li> <li>(B) Select new staff</li> </ol> </li> <li>3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school</li> <li>4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</li> <li>5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</li> <li>6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;</li> <li>7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</li> <li>8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:             <ol style="list-style-type: none"> <li>(A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</li> <li>(B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</li> <li>(C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</li> </ol> </li> <li>9. Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ol> <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p>
11.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Whole-School Reform Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Implement an evidence-based whole-school reform in partnership with a model developer.             <ol style="list-style-type: none"> <li>(A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.</li> </ol> </li> <li>2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a> These approved models are supported by:             <ol style="list-style-type: none"> <li>(A) A study of efficacy that meets What Works Clearinghouse evidence standards.</li> <li>(B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.</li> <li>(C) A study which used a large sample and multi-site sampling.</li> </ol> </li> <li>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</li> <li>4. The whole-school model must implement the model for all students in the school.</li> <li>5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner:             <ol style="list-style-type: none"> <li>(A) School leadership</li> <li>(B) Teaching and learning in at least one full academic content area</li> </ol> </li> </ol>

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	(C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Restart Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</li> <li>2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by: <ol style="list-style-type: none"> <li>(A) significant improvement in academic achievement</li> <li>(B) success in closing achievement gaps either within a school or relative to other public schools</li> <li>(C) High school graduation rates</li> <li>(D) No significant compliance issues in the areas of civil rights, financial management and student safety.</li> </ol> </li> <li>3. Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ol> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Closure Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</li> </ol> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <b>rural LEA applicant</b> may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan.</p> <p>Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here:  <a href="http://www2.ed.gov/programs/reaprlisp/eligible14/index.html">http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</a></p>
15.	<p>The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.</p>
16.	<p>The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.</p>
17.	<p>The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.</p>
18.	<p>The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.</p>

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19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Santa Maria ISD is a great school system that builds on the strengths and opportunities of every child to increase academic achievement to meet the Level III advanced performance. It provides students from low-socio-economical high-need backgrounds the same opportunities for college and career readiness as students from non-poverty homes. **Vision and focus for school reform:** The Early Literacy Learning Intervention Model that we will implement at Tony Gonzalez Elementary will focus on the needs of each student and develop teacher effectiveness to ensure gap closure through a systematic approach. As TGE delivers high-quality data driven and differentiated instruction, we will increase our students' academic achievement. With the infusion of grant funds, Tony Gonzalez Elementary will also expand high quality pre-school programs by partnering with Neighbors In Need of Services Inc. (Ninos Inc), of Cameron County. Campus leaders, teachers, and other staff who increase student achievement, and increase family and community engagement to support Academic achievement. **Sense of urgent need for change:** In order to create notable change and significant academic results on the campus within four years' time, TGE will provide adequate resources in order to substantially raise the academic achievement of all students from Pre-K to fifth grade. In addition, TGE will also enhance the schools culture that will increase student confidence and increase engagement among parents and teachers. The goal is to have teacher buy-in of the new norms, such as how the culture of the school will change to a data driven one. Teachers, will keep a

**2016-2017 Long-term Goals for Tony Gonzalez Elementary School****Three-Year Goal 1:** 75% of 5th grade LEP students will meet exit criteria on TELPAS

Rationale: Students who lack English proficiency by middle school are at a greater risk of dropping out.

Influencers: Fidelity of LOI (language of instruction) in 2nd - 4th grades. Monitor targeted small group instruction in 1st - 5th Grade. Monitor implementation of balanced literacy in K-5th grades. Implementation of writing in English across all content areas in Kinder - 5th. Increase the amount of the instruction delivered in English for Pre-K - 5th Grade

**2016-2017****2017-2018****2018-2019**

55%

65%

75%

**Three-Year Goal 2:** 5th Grade Students will perform at 80% passing on STAAR Reading and Math Assessments

Rationale: Students who lack English proficiency by middle school are at a greater risk of dropping out.

Influencers: Train and monitor rigor of teaching and learning. Training on common formative assessments aligned to state testing. Using student data, teacher must disaggregate their grade level TEKS and plan according to TEKS and district framework.

**2016-2017****2017-2018****2018-2019**

64%

72%

80%

**Three-Year Goal 3:** Each year, every grade level will have 85% of their students reading on or above grade level at the end of the year per Istation/STAAR

Rationale: Students who lack English proficiency by middle school are at a greater risk of dropping out.

Influencers: All teachers in K-5th grade are trained and will implement balanced literacy. Focused will be placed on data driven instruction utilizing DMAC and student intervention plans (SIP).

**2016-2017****2017-2018****2018-2019**

60%

72%

85%

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Growth mindset to ensure proper work habits and the concept that students are first. This change will be led by the principal as well as the assistant principal, curriculum instructional specialists, and school's Learning Resource Center specialist (LRC), whom he will include and develop as the instructional leadership team. The principal will teach the leadership team everything about leadership in exchange for their commitment to follow the lead of the principal. He will prepare his assistant principals (AP) to run this school with the concept of students first. **High Expectations for results:** The district is committed to increase ELLs academic achievement through school transformation as well as holding principals and teachers accountable for school performance. The principal's first action is to supervise, support, and help develop teachers. The planning team will choose an external entity for professional development for English Language Support and help determine a lead external service provider to develop the teachers' capacity to develop students' academic English language as well as literacy in reading, mathematics, science and social studies. Reading is the gateway to improving student academic achievement in all of the other content areas. Tony Gonzalez Elementary will have a variety of after school providers that have been evaluated through the district's bid process to replicate at Tony Gonzalez Elementary. In summary, massive school transformation will occur due to these five modules: (1) support of the district's central administration starting at the top; (2) a dynamic principal with a prior history of turning around low-performing schools; (3) a high quality external provider that addresses the heart of the problem through teacher development; (4) a family literacy program to build family support for reading and all content areas, and (5) an after school and a summer school program to provide high quality supplemental instruction. The principal firmly believes that it will not take four years to turn Tony Gonzalez Elementary school around and that educators will start producing results after the first year. **Operational flexibilities that will be afforded the campus in a reform effort:** With his instructional leadership team, he has already modified Tony Gonzalez Elementary master teaching schedule to include 120 minutes of daily reading 90 in class and 30 imbedded reading time, 60 minutes of Math; 60 minutes each of science and social studies (SS) instruction for grades Kinder to 5<sup>th</sup> and 100 minutes reading, 90 minutes math, 30 minutes science; 30 minutes social studies in Pre-K half day with a full day class. The principal has scheduled a "Cougar Huddle" professional development community (PLC) meeting that works on a weekly basis schedule as well as one Saturday before the start of the new six weeks. Cougar Huddle (PLC) is for data disaggregation, staff development, test training, guided lesson planning and test construction. Grade level teams meet a minimum 6 times per six weeks for lesson planning. They have already drafted a plan for supplemental afterschool and summer program that complement the regular school day. They will run an after school program with internal teachers from all grade level for a 45 minute academic and enrichment piece as well with a 45 minute remedial introduction, four days a week. They will target at-risk students during this program. In the summer, they will run an English Language Program for Spanish speakers for approximately three weeks to work on language development and provide practice for them. They will coordinate the program at Tony Gonzalez Elementary with programs run by community partners. At TGE, educators will provide Saturday STAAR Camp before the STAAR administration including the provision of transportation and lunch for students. **Organizational structures:** The district and TGE have the same academic ELL issues to address. That is why both will benefit from the knowledge gained during grant implementation. TGE is the campus with the largest ELL population. The ELL populations districtwide that can be broken down into four groups: (1) English Language Learners (ELLs) schooled in the USA; (2) ELLs schooled in the US for 5+ years who have not successfully transitioned into English; (3) Immigrant ELLs who have been schooled in their own country; (4) Immigrant ELLs who are unschooled in their own country or have limited formal education. TGE will be a "proof point" for the district in quality instruction for all types of ELLs in grades Pre-K through 4. The grant will accelerate and deepen the district's ability to turnaround TGE, which has been a low performing school. Our strong sustainability plan will lead to institutional knowledge and self-sufficiency. **Existing capacity and resources:** The various district departments are all working together in support of turning around our focus and priority campuses. Tony Gonzalez Elementary has the greatest need for extra support. The principal has helped turned around one middle school and an elementary school prior to this with existing staff. He knows how to build teams that get things done through communication collaboration and coordination. Principal is a risks taker, reflective practitioner and builds capacity thorough instructional leadership. **Communication structures:** Tony Gonzalez Elementary principal and staff with the assistance of the district's central office will maintain ongoing communications to keep all stakeholders abreast of the school's progress on a continuous basis. Through principal bulletins, campus newsletters, website and telephone communication. All feedback will be gathered, disseminated, discussed, and acted upon to ensure continuous improvement and accountability.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 031913 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations Fund code: 276

**Budget Summary**

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	\$627995	\$0	\$1296174	\$0	\$1260225	\$0	\$1210161	\$0	\$4414515
Schedule #8	Professional and Contracted Services (6200)	6200	\$377190	\$0	\$394380	\$0	\$394380	\$0	\$134380	\$0	\$1300330
Schedule #9	Supplies and Materials (6300)	6300	\$114997	\$0	\$76909	\$0	\$85832	\$0	\$76909	\$0	\$354647
Schedule #10	Other Operating Costs (6400)	6400	\$23049	\$0	\$45473	\$0	\$41723	\$0	\$41723	\$0	\$151518
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Consolidate Administrative Funds <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No											
Total direct costs:			\$1143201	\$0	\$1812936	\$0	\$1812160	\$0	\$1433173	\$0	\$6201470
Percentage% indirect costs (see note):			N/A	\$0	N/A	\$0	N/A	\$0	N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$1143201	\$0	\$1812936	\$0	\$1812160	\$0	\$1433173	\$0	\$6201470

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$6201470
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$310074

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

**NOTE:**

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
<b>Academic/Instructional</b>							
1 Pre-K Teacher	3	0	\$54000	\$120000	\$121500	\$123000	\$418500
2 Educational aide	3	0	\$18000	\$36500	\$37000	\$37500	\$129000
3 Intervention Specialist	4	0	\$110000	\$224000	\$228000	\$232000	\$794000
<b>Program Management and Administration</b>							
4 Grant Program Manager	1	0	\$30000	\$60000	\$62100	\$64263	\$216363
5 Grant Program Assistant	1	0	\$10000	\$21000	\$22000	\$23000	\$76000
6 OST Program Assistant	1	0	\$7500	\$16000	\$17000	\$18000	\$58500
<b>Auxiliary</b>							
7 Bilingual Communication Specialist	1	0	\$34250	\$69500	\$70000	\$71000	\$244750
8							
9							
<b>Other Employee Positions</b>							
10 Instructional Specialist	2	0	\$50000	\$102000	104000	\$106000	\$362000
11 OST Coordinator	1	0	\$30000	\$60500	\$61000	\$61500	\$213000
12 Accountant/Bookkeeper	1	0	\$21000	\$42500	\$43000	\$43500	\$150000
13			\$364750	\$752000	\$765600	\$779763	\$2662113
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>							
14 6112 Substitute pay			\$500	\$500	\$500	\$500	\$2000
15 6119 Professional staff extra-duty pay			\$143200	\$239700	\$217200	\$197200	\$797300
16 6121 Support staff extra-duty pay			\$829	\$1800	\$1800	\$1800	\$6229
17 6140 Employee benefits			\$61676	\$215174	\$218125	\$223898	\$718873
18 61XX Employee stipends			\$57000	\$57000	\$57000	\$57000	\$228000
Specify amounts and criteria to earn stipend: Index 1,2,3, & 4 Met							
19			\$263205	\$514174	\$494625	\$480398	\$1752402
Subtotal substitute, extra-duty, benefits costs							
20			\$627955	\$1266174	\$1260225	\$1260161	\$4414515.00
<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>							

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.**For TEA Use Only**

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Schedule #8—Professional and Contracted Services (6200)						
County-district number or vendor ID: 031913						Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.						
Professional and Contracted Services Requiring Specific Approval						
Expense Item Description		Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0	\$0	\$0	\$0
Specify purpose:						
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0	\$0	\$0	\$0
Professional and Contracted Services						
#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	Professional Development Framework for English Learner Support PK-5 All Content Areas.	\$357000	\$357000	\$357000	\$97000	\$1168000
2	Professional Development on teaching social-emotional skills PK-5	\$3000	\$3000	\$3000	\$3000	\$12000
3	Afterschool program for Readina. Writina & Math 2-5	\$8325	\$16650	\$16650	\$16650	\$58275
4	Afterschool program for STEM Classes - Grades K-5 Math	\$2500	\$5000	\$5000	\$5000	\$17500
5	Afterschool program for Art Instruction - Grades 4-5	\$2275	\$4550	\$4550	\$4550	\$15925
6	Afterschool for literacy through Photography - Grades 4-5 Writing	\$990	\$1980	\$1980	\$1980	\$1980
7	Afterschool program for PK-5 Science Content	\$525	\$1050	\$1050	\$1050	\$3675
8	Afterschool program for Art - grade 1 & 2	\$1200	\$2400	\$2400	\$2400	\$8400
9	Afterschool program for team sports instruction - arades 3-5	\$1375	\$2750	\$2750	\$2750	\$9625
10		\$	\$	\$	\$	\$
11		\$	\$	\$	\$	\$
12		\$	\$	\$	\$	\$
13		\$	\$	\$	\$	\$
14		\$	\$	\$	\$	\$
b. Subtotal of professional and contracted services:		\$377190	\$394380	\$394380	\$134380	\$1300330
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0	\$0	\$0	\$0
(Sum of lines a, b, and c) Grand total		\$377190	\$394380	\$394380	\$134380	\$1300330

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:



Schedule #9—Supplies and Materials (6300)											
County-District Number or Vendor ID: 031913		Amendment number (for amendments only):									
Supplies and Materials Requiring Specific Approval											
Expense Item Description											
Technology Hardware- not capitalized		Type	Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years	
63XX	#	Laptops	Newly Hired Grant funded staff to manage this program	5	\$1241	\$0	\$0	\$0	\$0	\$0	
	1					\$6205	\$0	\$6205	\$0	\$12410	
	2	Tablets	After School program for 2 <sup>nd</sup> – 4 <sup>th</sup> core – student achievement	40	\$375	\$15000	\$15000	\$15000	\$15000	\$60000	
	3	Student Laptops	4 <sup>th</sup> and 3 <sup>th</sup> graders in core content subjects student achievement	120	\$280	\$33600	\$0	\$33600	\$0	\$67200	
	4	Managed Charging Cart	Classroom/Student use – storage of devices	4	\$2100	\$10500	\$0	\$10500	\$0	\$21000	
63XX	5					\$	\$	\$	\$	\$	
						\$	\$	\$	\$	\$	
						\$1000	\$1000	\$1000	\$1000	\$4000	
	63XX	Textbooks/Curricular Materials				\$0	\$0	\$	\$	\$	
	63XX	Specify type/ purpose: Supplies and materials to be used as student incentives				\$0	\$00	\$	\$	\$	
	Specify type/ purpose: Lunch with Principal/Student Perfect Attendance/Students of the Week				\$0	\$0	\$0	\$	\$		
Supplies and Materials that do not Require Specific Approval											
6300	Supplies and materials that do not require specific approval:			\$40290	\$41382	\$41382	\$41382	\$41382	\$19527	\$19527	\$164436
Grand total:				\$114997	\$76909	\$85832	\$76909	\$76909	\$19527	\$19527	\$354647

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)						
County-District Number or Vendor ID: 031913		Amendment number (for amendments only):				Total Budgeted Across all Years
Expense Item Description		Year 1	Year 2	Year 3	Year 4	
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$0	\$0	\$0	\$0	\$0
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$0	\$0	\$0	\$0	\$0
	Specify purpose:					
6412/6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$0	\$0	\$0	\$0	\$0
6413	Stipends for non-employees other than those included in 6419	\$0	\$0	\$0	\$0	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0	\$0	\$0	\$0	\$0
6411/6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$0	\$0	\$0	\$0	\$0
64XX	Advisory council/committee travel or other expenses	\$0	\$0	\$0	\$0	\$0
	Specify name and purpose of council:					
	Specify types of costs:					
6495	Cost of membership in civic or community organizations	\$0	\$0	\$0	\$0	\$0
	Specify name and purpose of organization:					
	Specify purpose of membership:					
Subtotal other operating costs requiring specific approval:		\$0	\$0	\$0	\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$23049	\$45473	\$41723	\$41723	\$151518
Grand total:		\$23049	\$45473	\$41723	\$41723	\$151518

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)								
County-District Number or Vendor ID: 031913				Amendment number (for amendments only):				
#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6669—Library Books and Media (capitalized and controlled by library)								
1		N/A	N/A	\$0	\$0	\$0	\$0	\$0
66XX—Computing Devices, capitalized								
2			\$0	\$0	\$0	\$0	\$0	\$0
3			\$0	\$0	\$0	\$0	\$0	\$0
4			\$0	\$0	\$0	\$0	\$0	\$0
5			\$0	\$0	\$0	\$0	\$0	\$0
6			\$0	\$0	\$0	\$0	\$0	\$0
7			\$0	\$0	\$0	\$0	\$0	\$0
8			\$0	\$0	\$0	\$0	\$0	\$0
66XX—Software, capitalized								
9			\$0	\$0	\$0	\$0	\$0	\$0
10			\$0	\$0	\$0	\$0	\$0	\$0
11			\$0	\$0	\$0	\$0	\$0	\$0
12			\$0	\$0	\$0	\$0	\$0	\$0
13			\$0	\$0	\$0	\$0	\$0	\$0
66XX—Equipment, furniture, or vehicles								
14			\$0	\$0	\$0	\$0	\$0	\$0
15			\$0	\$0	\$0	\$0	\$0	\$0
16			\$0	\$0	\$0	\$0	\$0	\$0
17			\$0	\$0	\$0	\$0	\$0	\$0
18			\$0	\$0	\$0	\$0	\$0	\$0
19		??	\$0	\$0	\$0	\$0	\$0	\$0
20			\$0	\$0	\$0	\$0	\$0	\$0
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)								
21				\$0	\$0	\$0	\$0	\$0
Grand total:				\$0	\$0	\$0	\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 1: Student Demographics- Data.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	357		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	351	98.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	5	1.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	342	95.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	132	51.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	24	6.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	25		
Disciplinary placements in In-School Suspension	10		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	6		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	3		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		96.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	93/131	71%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	84/131	64%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	0		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	0		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As of PEIMS Snapshot 2015, Tony Gonzalez Elementary had the largest number (182) of English Language Learners of all the campuses in the district. Those students can be divided into three subgroups. Each group has specific needs. Most of Tony Gonzalez Elementary immigrant population is from Central America (El Salvador, Guatemala and Honduras). Immigrant students are tested upon enrollment at the district's Welcome Center to determine their level of reading comprehension and mathematical literacy in their native language using Woodcock Munoz. Their transcripts are also evaluated at that time. To track students' ability to read over time, the district uses the Istation and STAAR Reading and its Spanish version. Istation scores for 2015 at the end of year show that overall the majority of Tony Gonzalez Elementary students need more development in READING, in order to increase the early literacy component, especially in ENGLISH. At PK, 2% needed more development, the other 47 (98%) were at the advanced development level. The early literacy reading instruction is greatly needed at all grade levels. Additional assistance is needed to support and maintain the ability to read at more advanced levels in English. Evaluators in the district have provided us with an analysis of the STAAR results between 2014 and 2015. Reading performance overall is not very strong. Only 64% of students at TGE met the current level 2 passing standard. Performance with the Spanish testers was weaker than that of our English testers their Reading performance at level 2 is 58% as well as our Special Education students performing at 50%. The lower performance in English Reading can be attributed to the misconceptions on differentiated instruction and teacher buy in of our Bilingual program, (*Transitional Bilingual/Early Exit*). Writing showed to be our weakest subject because overall students scored a 51% at level 2 passing standard. Our ELs scored at 42% level 2 passing standard. Overall we had 51 % of the students meeting the current passing standard. We saw no gains in writing when comparing level 2 phase 1 performance from 2014 to 2015. The concerns with writing were that we saw a 0% increase in the performance of students at the final level 2 standard. Science is the lowest performing subject with only 36% meeting the current passing standard. We saw marginal change in the science performance from 2014 to 2015. Special Ed students will be a group of concern in the future. The State removed the Modified test for Special Ed students and replaced it with an online version of STAAR that provides additional support. These tests were not included in State Accountability system this year, but the performance of our students on this assessment was not very strong. They have also replaced the STAAR ALT 2 test that assesses 1 % of our most challenged students. Previously this test was a performance based test. Version 2 that was administered for the first time this spring assesses these students on a multiple choice test. Tony Gonzalez Elementary student 2015 Stanford composite math scores are also among the lowest in the district at 13% in 2nd grade, 30% in 3rd grade, 26% in 4th grade and 17% in 5th grade. Between the 2013-2014 school year and the 2014-2015 school year, Tony Gonzalez Elementary percentage of economically disadvantaged students increase from 95.8 % to 96.85% on TEA's documents due to SMISD's Child Nutrition Services Department collecting back the new forms at the beginning of the school year when this data was captured.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 3: Staff Demographics- Data**

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	38.8		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	22.8	58.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	1.0	2.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2	5.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	13.0	32.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	18.8	82.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	4	17.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	3	12.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	9.2	40.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	4.7	20.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	4.0	17.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	2.0	8.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	37298		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	39503		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	46259		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	46915		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	53030		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0%	
Staff with Bachelor's degree as highest level attained	20.8	91.2%	
Staff with Master's degree as highest level attained	2.0	8.8%	
Staff with Doctoral degree as highest level attained	0	0.0%	

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the summer of 2015 Tony Gonzalez Elementary student population was 357 students. The number of teachers in general education setting was 23 and one special education teachers who was shared with our middle school. Of these 23 teachers, 82.5% (19) are Hispanic, 17.5% (4) are White. All of these teachers are highly qualified. The number of paraprofessionals who provide instructional support in core academic subject areas are 12. TGE assigned one teacher assistant to each Pre-K and K classroom and one for each grade level. The teacher assistants were all Hispanics. All of the teacher assistants have passed a rigorous state or local assessment demonstrating knowledge of, and the ability to assist in instructing, reading, writing, and mathematics.

For the 2016-2017 school year, Tony Gonzalez Elementary has been able to retain 91% of the core academic teaching staff due attrition and since Santa Maria ISD is a rural low income school district, it is difficult to employ and retain high quality professional teachers due to competing to against larger school district within the region. TGE's core academic teaching staff consists of 19 females and 2 males. Tony Gonzalez Elementary has two new teachers on staff that is replacing 2 teachers who have either retired, resigned or transferred to another campus. The remaining teachers are all highly-qualified and 8.8% have an advanced degree. Among the teachers, 53.1% of TGE's teachers have taught between zero-to-five years, 20.5 % have taught 5-10 years, 17.5% have taught 10-20 years, and 8.8% have taught 20 years or more. Teachers have come together as one on the campus. Tony Gonzalez Elementary's CILT and staff are working on building greater levels of administrator and teacher capacity, both campus and grade level wide, so that the school can begin to see an increase in student academic performance in the spring of 2017 and for years to come.

Since Tony Gonzalez Elementary has had a predominantly limited English speaking/Spanish speaking student population, TGE staff has been predominantly bilingual. Bilingual teacher positions have been filled. Many of the certified bilingual teachers hired in recent years have not been proficient in both languages. To meet the need of English Language Proficiency Standards, the listening and speaking component can be addressed at TGE with the use appropriate computer software with headsets to assist in developing students' and parents' language skills.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 5: Students to Be Served with Grant Funds.** Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
75	55	46	47	44	52	38	0	0	0	0	0	0	0	357

**Part 6: Teachers to Be Served with Grant Funds.**

Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
3	3	3	3	4	4	4								24

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

First of all, while reading the program guidelines, the SMISD Leadership Team noted that there are approximately ten (10) grants to be awarded and that there were two priorities for funding. First, TEA will award 10 points to campuses that have been rated *Improvement Required for 2 or more year*. Second, TEA will award a maximum of 10 points for campuses that select the Texas state-designed or early learning intervention model. Since Tony Gonzalez Elementary is an elementary school, the early-learning model was reviewed and discussed during the comprehensive needs assessment this summer and including a parent survey to determine that this model was a good fit. *Tony Gonzalez Elementary* meets TEA priority #2.

The good fit means that Tony Gonzalez Elementary currently offers one full-day Pre-K 3 & 4 and two half day Pre-K 3 and Pre-K 4 classes as well as Kindergarten classes. The primary advantage of having a full day Pre-Kindergarten and Kindergarten programs in place means that the district will **NOT** have a problem sustaining the Early Learning Intervention Model throughout the four year grant period and beyond. Resources spent to improve the quality of the PK and K programs at Tony Gonzalez Elementary will be a wise investment of funds. Our comprehensive needs assessment data, feedback from parent survey, the lack of daycare facilities in the community, and level of poverty (95.8%) of economically disadvantaged (98.6%) students enrolled in our school. Presented a strong case for a selection of this model to support our instructional staff in building capacity with early literacy curriculum, and corresponding assessments based on the Pre-K guidelines. The entire district's three and four year olds are eligible and encouraged to enroll in the district's PK program. Under the direction of the Board of Trustees, SMISD's Leadership Team has tracked student achievement for all students who had preschool education and remained in SMISD. The data proves that students with quality preschool education were more advanced academically in reading and math than their peers as they retained that academic achievement. Tony Gonzalez Elementary is a typical example of how even the best model with low quality curriculum will not produce results if all the Critical Success Factors that TEA has identified and require that campuses address all seven Critical Success Factors on Schedule 17. The core planning team has addressed them and will continue to improve all areas of concern. The Early Learning Intervention model requires the principal who led the school prior to the commencement of the model to be replaced. The district announced the replacement of TGE's principal in November of 2014. In 2015, the principal helped to turnaround Tony Gonzalez Elementary by meeting the minimum requirement for Met Standard as set forth by TEA, (Index 2, 3, and 4). Index 1 baseline was at 55%. In 2016, Tony Gonzalez Elementary Met Standard by meeting all indexes by improving index 1 to 64%. In order to fulfill our goals set forth by the district, we must begin to address distinctions and safeguards. In 2016, TGE did not receive any distinctions and met 15 of 22 safeguard (68%). He is an outstanding role model for the principal's role in turning around a campus as articulated in this application. An investment in his leadership will be one that is not misused or wasted. The knowledge attained will serve Texas and the nation on how to turn around a low performing school with existing staff through high expectations, time management, use of data to drive instruction, targeted staff development and a constant feedback loop through learning walks with teachers and administrators. The Superintendent strategically chose him based on his past experiences in successfully turning around schools and placed him at Tony Gonzalez Elementary. The Leadership Team all reviewed the criteria for the Early Learning Model. After much discussion, it was decided that SMISD would be able to commit to and met all criteria in the model in the Santa Maria way if TEA would allow a waiver to Criteria 14 "Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! Child progress monitoring assessments with pre-kindergarten students" In FAQ #C-1, TEA replied that a waiver was possible if the district's current program meets or exceeds the Texas School Ready! and CIRCLE Assessment System. SMISD Pre-K & K program does, TGE uses the Opening the World of Learning (OWL) curriculum that meets the Texas School Ready! and Circle Assessment System standard. The principal, assistant principal, curriculum specialist and a data instructional specialist will form the core campus team for conducting data analysis and needs assessments, setting goals and determining interventions which they have been doing daily since June 15. Their finalized Campus Improvement Plan was a resource for this application.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☐ Transformation

☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☒ Early Learning Intervention Model

☐ Turnaround

☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Early Learning Intervention Model was chosen for the following reasons:

1. Tony Gonzalez is an elementary school.
2. Tony Gonzalez has a full-day pre-K and Kindergarten program already in place.
3. The principal was replaced in 2014-2015 current principal served 2015-2016 school year.
4. The other models did not fit for various reasons.

The transformation model was a second choice. Element 1 E somewhat aligns with the district's leadership pipeline Underdevelopment, but not to the entirety, the use of an instructional program mentioned in element 2A does not align with district philosophy. In regards to element 3A, the prior principal had already increased learning time through after school and summer programs but scores did not increase. Regarding element 4A, the district central administration is reluctant to give principals operational flexibility because of the challenge of providing cost efficient services to all district schools simultaneously. The Texas State-Design model focuses on high schools and this is an elementary school. The Turnaround Model was not viable for similar reasons as the transformation model. Also, the new principal previously was a team that transformed the low-performing middle school he was at without changing staff. As it is, the new Principal filled 2 new positions for 2016-2017 that were vacated due to attrition. The Whole School Reform Model was not viable model within the district has met with limited success. The restart model is not viable at this time for a CMO for instruction at Tony Gonzalez Elementary. The closure model is not viable. The district raised bond money in 2014 to build an additional 5<sup>th</sup> Grade wing for this school. The current wing is a beautiful, state of the art, facility located next to the existing Tony Gonzalez Elementary Building. The original school was built in 1957. The new Tony Gonzalez Elementary was built on the same property starting in 1999 with a capacity for 400 students. It reopened in August 1999.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input.** Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One hundred percent of Tony Gonzalez Elementary students attend Santa Maria Middle School (SMMS). So to engage student families TGE's new principal held a "Meet and Greet" event on August 24 from 5:30 - 7 pm in collaboration with SMJH's new principal and Santa Maria High School's principal. Staff invited student families twice via a call out system. In the message, it stated upfront that TGE staff would be showing their appreciation for attendance with refreshments via cake, cookie, and fruit punch. There were 100 parents who attended. After the principals introduced themselves and their new administrative teams, they reviewed the basics of what parents typically want to know (hours of operation, dress code, academic and behavioral expectations, bus routes, parent pick up procedures, etc.) The leadership team consists of the principal, an assistant principal, the curriculum specialist, the data instructional specialist and the instructional specialists. The components that parents appreciated and wanted to keep in place included afterschool and summer programming, library nights, tutoring and parent education programs. Parents showed appreciation for teachers who worked hard, were nice and cared about children and their futures. The areas in which the TGE parents wanted improvement were in the quality and quantity of staff-parent communications (especially teacher - parent communications), quality of instruction and classroom management, student discipline, and improvements in various school procedures. Project planners took this input into consideration when selecting the Early Learning Intervention model by making a particular note of the comments that came from Pre-K/K parents. To gather input from the community a survey was conducted. In the future, the main way that the principal will gather input from parents and community partners will be through representatives of the Campus Improvement Team. He will sit with community partners during volunteer/partner appreciation events to chat informally and meet with them in his office as needed. He will also gather feedback from parents through the various parent engagement events including parent/student assemblies, Literacy/library night and Coffee with the Principal. During Parent/Student Assemblies, staff will award certificates to students for A's and B's and perfect attendance. Additionally, TGE will implement a family reading program to help English Learners. The literacy program and training workshops will establish family reading routines for Spanish- and English-speaking parents and their children. SMISD will also begin the ESL adult classes to benefit parents and community members to help with improving the English Language. The ideal program will introduce the teachers to a language acquisition method and a step- by-step early literacy instruction process. It will involve family reading for Hispanic parent involvement, vocabulary development, and English-language development for parents and their children. Ideally, the program will have age specific programs that engage the parents in reading with their children, will reflect the experiences of Latino families, and will be centered on universal themes. Ideally, all materials, books and curricula will be bilingual and in a simple format. Educators will use materials to teach parents how to teach English language and Spanish language skills that support what the children are learning in school. Ideally, the program will have multilevel English language lessons for English Learners. Ideally, the program will have a built-in evaluation process to measure the success of what the parents learned in class and include at home skill-based activities for parents and children that support the state standards for each specific area

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**Schedule #14—Management Plan**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	To supervise & support principal. In SMISD -	District position filled as per job description on file in H.R. Department.
2.	Principal	Provide leadership for turning around campus by implementing this plan.	District position filled as per job description on file in H.R. Department
3.	Assistant Principal	Follow principal's lead and prepare to replace her when he leaves.	District position filled as per job description on file in H.R. Department.
4.	CIS Case Manager	Run Family Literacy Program	District contracted with CIS who filled its own job description
5.	3 Pre-K Teacher	To bring the class size down to no more than 20 students 1	A bachelor's degree & early childhood to teacher certification from TEA
6.	3 Pre-K Paraprofessionals	To bring the child-to-instructional staff ratio down to 10 to 1.	A paraprofessional with an Associate's Degree.
7.	Grant Program Manager	Manage grant related paperwork & budget for principal. Assist principal in plan implementation through data collection, planning and staff development.	Bachelor's Degree Required. Master's Degree preferred.
8.	Grant Program Assistant	To handle grant related correspondence for the Grant Program Manager.	High School Diploma Required. Bachelor's Degree Preferred.
9.	OST Program Assistant	To assist the OST Coordinator in managing the OST program.	High School Diploma Required. Bachelor's Degree Preferred.
10	Bilingual Communications Specialist	Listen to parents and distill their messages for teachers. Interpret & translate for staff.	Bachelor's Degree Required. Master's Degree preferred. Bilingual English/Spanish Required
11	Instructional Specialists	Analyze student data with administrative team and plan appropriate instructional interventions. Consult with teachers on strategies and use of resources. Promote staff development opportunities.	Bachelor's Degree Required. Master's Degree preferred. At least 3 years of successful classroom teacher experience. Broad range of current instructional knowledge.
12	OST (Out of School Time) Coordinator	Plan, budget, coordinate and evaluate afterschool and summer programming, library nights, tutoring and parent education programs.	Bachelor's Degree Required. Master's Degree preferred. Prior successful out of school time learning program coordination preferred.
	Accountant/Bookkeeper	To document, process and track all planned expenditures. To reconcile actual expenditures monthly. To assist in the coordination of funding.	Bachelor's Degree in accounting or at least five years of experience in bookkeeping. Strong interpersonal, organizational and communication skills

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do not include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	A Variety of Professional development for EL support	To provide a research-based professional development program for educators devoted to improving their capacity for supporting the linguistic, conceptual, and academic development of English language learners. Develop campus leadership and capacity for sustainability. This multiple year process including workshops, on-site disciplinary coaching, guided observations, one-on-one consultations, on-line and distal learning and support including webinars.	To provide a research-based professional development program for educators devoted to improving their capacity for supporting the linguistic, conceptual, and academic development of English language learners. Develop campus leadership and capacity for sustainability. This multiple year process including workshops, on-site disciplinary coaching, guided observations, one-on-one consultations, on-line and distal learning and support including webinars.
2.	Varitey of Family Literacy Program targeting English Language Learners	To provide staff development for parent involvement for English learners. To train a cadre of Tony Gonzalez Elementary educators to start and maintain a family reading program in both English and Spanish that addresses the need of the child regardless of a it's age (infants & toddlers, preschool, elementary and secondary students.)	A program that has been successfully implemented at an elementary school with similar demographics. Engaging stories that parents can relate to. Reading materials in both English and Spanish. A family literacy program.
3.	A Variety of Afterschool Providers	To provide supplemental instruction during valuable out-of-school time that align with TGEs goals for academic enrichment, STEM classes, Art Instruction, Literacy Through Photography, Science (i.e. to bring animals and conduct presentations, to bring a science dome and show science clips), to provide swimming lessons and to teach team sports. This is one of the strategies listed under the critical success factor "to increase learning time".	Annually the district's Purchasing Department goods out for bids and publishes a list of after school providers that schools are allowed to use. The list changes from year to year. An example of a qualification is \$1,000,000 worth of liability insurance.
4.	Staff training teaching on socialemotional skills	To provide teachers the staff development to teach students core foundational building block social, relationship and emotional skills to get along with others and succeed in life.	A nationally recognized Teaching-Family Model that has been thoroughly tested, intensively researched and widely recognized. Training and service approaches that have effectively helped many thousands of children in numerous communities throughout North America.
5.			

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 3: Commitment and Succession.** Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The new principal knows that school reform is hard work. It takes lots of hours of conversations dedicated to focusing on student instruction and success along with teacher staff development. The conversations must focus on student learning, assessments, readjustments to instruction following assessments, promoting quality instruction and changing the campus climate. The campus climate must change physically and mentally. Staff must earn the respect and trust of the parents and the community. The current principal has worked hard to reinforce the strong school culture that he established. He worked with a team who believed in a high level of student achievement at SMMS. In 2014, the Superintendent gave him another challenge. She placed him at Tony Gonzalez Elementary as interim Principal believing that he could stop the steady stagnation of the test scores. Not only did he stop the decline or stagnation, he turned the school around. In 2015, at the time, the majority (95.8%) of TGE's students were on free and reduced lunch. About 51.3% were English language learners. In 2015, the Superintendent selected him to be principal of SMISD's lowest performing school, Tony Gonzalez Elementary. This turnaround plan, as it is written, focuses on the principal's persona, plan and background. Due to his turnaround success with a team, the former Superintendent moved him over to a low-performing school. The district's Plan is for TGE's new principal, to mentor and prepare his assistant principal to become a successful principal.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The main element of our project is research-based professional development for educators to be provided through the use of a FRAMEWORK FOR ENGLISH LEARNER SUPPORT." This model must be devoted to improving capacity for supporting the linguistic, conceptual, and academic development of English language learners and all other students needing to develop academic uses of English. The program specifically will foster students' abilities to read, write, and discuss academic texts in English across the disciplines in rigorous courses. Teachers will use highly supported, carefully scaffold tasks that raise student achievement through amplification and enrichment of the linguistic and extra-linguistic contexts of learning and engaging students in substantive intellectual activity. The model will have a particular focus on students who need to develop, the academic uses of English, whether they are English language learners or other students who are underprepared for challenging academic work. To reach the ultimate goal of improving student achievement, the Professional Development Framework will focus first on teachers and the school leaders who support them. Changing teachers' classroom practice entails transforming beliefs about what it means to teach with rigor. Too often, having high standards means blaming students if they do not reach those standards with individual and, often, independent efforts. Our professional development will help teachers develop disciplinary and pedagogical content knowledge about how to support all students' conceptual and linguistic understanding of substantive disciplinary ideas. We call this kind of instruction "Advanced Level III" and "high support." It changes the classroom experience for students through instructional practices that increase their control of learning, their motivation to learn, and their academic identities. When students are engaged in learning, they will feel competent, will be motivated, and will finally achieve. SMISD's commits to supporting the Professional Development Framework for English Learner Support. Tony Gonzalez Elementary will develop its own cadre of teacher leaders. This Professional Development Framework will be sustained by TGE's instructional leadership team, its intervention specialists, its teachers, the Communities in Schools (CIS) Case manager and families trained on a family literacy program for English Language Learners. Title I funds will sustain the after school program. Title III funds will sustain the summer program. The district will continue to fund a full-day Pre-Kindergarten and Kindergarten program.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 1: Establishing Performance Measures.** Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The new principal has already formed a campus instructional leadership team consisting of the principal, one assistant principal, and two curriculum facilitators. The principal would like to add data instructional specialists and three interventionists. The Campus Instructional Leadership Team will lead discussions with teachers about data and student growth by improving instruction. The CILT also assist teachers in setting goals, milestones and critical measures for students. Through them, the principal schedules and sets high expectation of quality use of instructional time (Bell-to-Bell Instructional). One of their first tedious tasks was to gather and study Tony Gonzalez Elementary data. The review of the goals (required by the district) and set by the campus instructional leadership team and found that the goals need to address instruction and also be measureable (SMART Goal). The first task undertaken was to write the goals based on the needs of the campus. . The process to be used will be to set the goals by each teacher on each grade level team to provide color-coded baseline data for each of their students on a student improvement plan (SIP) that is being used by the district. The data included state assessment and pretest scores in reading, math assessments results, and STAAR scores that show student growth by showing possible outcomes for next if students show progress based on meeting or exceeding state standards. This data was compared with the academic standard needed by the end of the year at each grade level to create smooth transition into the next grade level. Then check point milestones will be set to check for student progress and growth on a monthly basis. As patterns develop, the instructional team will either provide additional staff development or provide targeted small group instruction or both. The principal will keep a spreadsheet (SIP) to track all teachers and all students throughout the year. This will be an annual process that was developed over time at other schools that he has helped turned around (Santa Maria Middle School Elementary, 2012-2013) "His core belief is that it does not take five years to turn around a school. All stakeholders (students, parents, campus staff, central office staff, parents, community parents) need to see results after the first year.

**Part 2: Data Collection.** Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Tony Gonzalez Elementary will have a "new norm" of being a data driven campus. The focus will be on student achievement & growth and on outcomes of teacher growth. If TGE leaders and teachers are participating in targeted staff development and not applying what they learned, the time and money spent on the professional development will have been wasted. The principal will demand that student mastery of the curriculum be meaningfully planned for in advance by implementing the strategy of "backward mapping" (Beginning with the end in Mind) by all teachers at the level of classroom instruction. The teachers will study the materials on standardized assessments and plan their lessons to prepare children for these assessments. To track student achievement at the elementary school level, the district uses a variety of standardized assessments and computer aided instruction programs to inform instruction. For PK - 5, all students' reading fluency and comprehension is tracked three times per year by the Istation and the Spanish version of Istation. This assessment measures whether students are at, above or below their grade level. For grades PK-5, teachers are required to use Renaissance Learning's STAAR Math and Think Through Math Assessments to measure student development in numeracy, inclusive all age appropriate mathematical concepts. For grades 3-5, the district uses the STAAR tests to measure the final level of growth. The principal will require all teachers to go above and beyond the practice of simply measuring the level of achievement (high five data) that students have attained. He will require teachers to make use of the data to inform instructional decisions. He will insure that teachers are trained to create meaningful Campus Based Assessments (CBA) to check for understanding as each new number, word or concept is taught. The results of assessment will be brought to grade-level planning meetings (PLC) where they will be discussed by teachers under the leadership of an instructional specialist. The principal and his assistant principal will attend these meetings and join the discussions to enforce the importance of addressing the needs of EVERY CHILD. The classroom level assessments will include but not be limited to campus and district "Benchmark exams. Teacher professional development will be entered into and tracked at the district level by creating a learning management system such as Eduphoria. During teacher appraisals, the principal will discuss with teachers the importance of reinforcement and refinement on teacher led instruction because "We cannot afford to let another cohort of students pass through our hands without giving them the education they deserve." He will document during appraisals the types of professional development required to be implemented and mastered by teachers in order to continue teaching at TGE.

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**Schedule #15—Project Evaluation (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Tony Gonzalez Elementary Instructional Leadership Team ("The Team") responsible for assessing the effectiveness of programs activities and interventions on an ongoing basis includes the Principal, Assistant Principal, C&I and Teachers. Teachers will keep data binders where they will collect a variety of data about student learning. Teachers will use student data analyses to guide instructional change. State of classroom data conferences will be held with principal/assistant principal in October, January, and March. Student Success Committees will be established when required. Interventions will be planned for grades 2-5 beginning October through May. "The Team" will use TELPAS scores and the number of students exiting the program to evaluate the effectiveness of the professional development framework and the use of English language sheltered instructional strategies in all content areas. "The Team" will use performance on benchmarks, Isation scores, STAAR Reading and Math performance. Principal will evaluate the success of having all campus teachers providing structured interventions to small groups of students in K-5th grade who are not meeting expectations from October through May. "The Team" will use performance on Benchmarks tests to evaluate the success of teachers using the Mentoring Motivation series to build stamina and support students with test taking strategies. Classroom teachers will monitor student portfolio as students track their progress towards goals during tutorials and afterschool academies. Specific goals will be set for each student based on TEKS missed on benchmark assessments. "The Team" will monitor the effectiveness of the parent education/engagement events through the number of events/classes held, attendance rosters and event/class evaluations sheets. The counselor will evaluate the effectiveness of the Positive Behavior Instruction and Support (PBIS) professional development, through attendance rosters and decreases in office referrals and write-ups. "The Team" will monitor the effectiveness of PBIS, through the decreases in the numbers of office referrals and results of PBIS surveys for teachers and students. The principal and staff will evaluate the success of the school. The team, plus the counselor and will monitor the increase in student knowledge of colleges through the end-of-year. Goals refers to students plans after graduating from high school (going to college, into the military or earning a technical certificate). "The Team" will monitor the impact of training on balanced literacy components (guided reading, comprehension toolkit, word study and vocabulary enrichment, genre studies and project based learning) through mid- and end-of-year benchmarks results. The principal, AP and Campus Improvement Team members will annually conduct SPED, G/T, LEP and ESL programs evaluations utilizing student performance data (TELPAS, STAAR results, and percentage of students exiting the LEP program by the 5th grade.) The principal and AP will monitor the progress of students failing to meet Student Success Initiative promotion requirements in the previous year through data conferences, data binders and Student Success Committees thus evaluating the impact of various supplemental materials and services. The Learning Resource Center Specialist (LRC) will monitor the effective integration of technology into rigorous curricula that is aligned to the TEKS through lesson plans and staff development records (attendance and evaluations). The counselor and classroom teachers will monitor the impact of drug/violence prevention/activities (such as Red Ribbon Week) through attendance rosters. The Counselor and the Campus School Health Advisory Council (CSHAC) Coordinator will evaluate professional development on social/emotional development through meeting agendas and attendance rosters. The Campus SPED teachers, classroom teachers and assistant principal will monitor and evaluate least restrictive environment ratio through IEP paperwork. They will develop campus capacity to support inclusive programming for students with disabilities. The Librarian, Principal and AP will monitor effective instruction through classroom walkthroughs and observations along with learning walks with teacher and CILT. The counselor will conduct the annual G/T evaluation and report the number of students identified as G/T. The principal will monitor the increase in parent participation and attendance at the annual Title I annual meeting through sign-in sheets and parent compacts. All staff are expected to reflect on and respond appropriately to data so that goals are met.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To select the highest-quality and best-fit external providers for Tony Gonzalez Elementary, project planners will seek direction and guidance from the Superintendent of Schools. The keys administrator advised us how to align TGE's instructional model with the direction that the rest of the district is headed, so that it would be supported and sustained over the long-term. They had already screened staff development providers and done the necessary background research to check with colleagues who have used the same consultants. Since TGE's population is 52.91% English Language learners who are scoring as needing more development on reading assessments after successful completion of their PK program, the coordinator of Bilingual/ESL recommended the district go out for bid for a "PROFESSIONAL DEVELOPMENT FRAMEWORK" that encompasses ENGLISH LEARNER (EL) SUPPORT". The drafted minimum requirements for the bid specifications include:

1. The solution must not include content but be adaptable to incorporate the TEKS, ELPS, and other standards specific to SMISD and state of Texas.
2. Integration with:
  - a. Balanced literacy framework
  - b. Personalized learning approach using SMISD Student Improvement Plan (SIP) (Its Learning)
3. The Professional Development Framework must include the following features:
  - a. Systemic improvement process focused on ELs with data informed decision-making
  - b. Support for teachers at all levels to meet the needs of native-born, schooled and unschooled recent immigrant, and long-term ELs to develop literacy become proficient in English academic language to access core content and meet grade level expectations, state standards, and graduation requirements
  - c. New teacher onboarding training
  - d. Coaching component to ensure program sustainability
  - e. Training for teacher leadership cadre to implement a multidisciplinary continuous improvement process
4. Flexible training options are a must, including but not limited to:
  - a. On and off-site face-to-face training
  - b. Virtual learning and/or webinars
  - c. Flexible scheduling for multi-day trainings, including evenings, Saturdays, and summer off-duty dates.

It was also recommended that a family literacy program for Spanish speaking English Language Learners. The ideal program would encourage family reading. The ideal program will bridge the educational gap by providing teachers who work with Latino parent's practical, hands-on programs to improve literacy, vocabulary and reading skills using current research. When providers with professional expertise are selected, the Purchasing Coordinator requires us to document the expertise and experience of the external providers. All contracts are approved after a rigorous and required extensive documentation and subsequent approval by the Board of Trustees through the district's Purchasing Department. External providers must either complete and sign a district contract or submit their own contract which is reviewed and negotiated if necessary by staff in the Purchasing Department. The Purchasing department and his staff conduct a risk-assessment relative to the contract and require certain safe-guards be put in place, such as procedures for resolving disputes or terminating the contract if necessary. If administrators can convince him that the final selection was done thoughtfully, wisely and in the best interest of the students, his staff process with issuing a purchase order to the external provider or proceed with the proper documentation to seek Board approval. When appropriate, we go out for bid

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **proposed schedule to regularly review external provider performance** is during the actual delivery of services. Educators whom are receiving services will be asked to evaluate the services and provide feedback to the principal. The principal will share and discuss the feedback with the Campus Instructional Leadership Team so that parents and community members as well as staff can give their input on this high investment of time and money. The **campus/district personnel responsible for oversight and management of providers** include the Principal and the Purchasing department. Each of whom are approvers on the grant budget. The principal will be very clear and direct when he communicates his expectations of the external service providers. The principal is an expert at this. If services are not delivered as expected, he will first check for miscommunication or misunderstanding of his expectations which are aligned to the district goals. Through the root cause analysis, he will identify what the core problem is and take appropriate action based on the needs of our student population and demographics. . For example, it may just be one of the many expertly trained consultants needs to be replaced. If issues cannot be resolved, he would contact the Superintendent for advice on the necessary steps to replace the external provider within grant guidelines. The Superintendent will consult with the Purchasing Department and with her TEA grant program manager and provide the principal the necessary support to take action. The **process/instruments used to measure and monitor success of providers** is constant monitoring and evaluation. Feedback will be collected in a variety of formats including, but not limited to, formal written evaluations, face to face conversations with individuals, grade level teams or the faculty as a whole. The **corrective actions or additional supports utilized to improve provider performance** clear, consistent and ongoing communications. The principal will share the feedback he collects from the staff and from the Campus Instructional Leadership Team and with the external evaluators. The **criteria for removing a low performing provider** who are not fulfilling the scope of work articulated in the written contract between the provider and the district. If after multiple attempts to remedy the situation, the Principal decides that it is in the best interest of Tony Gonzalez Elementary staff and students to discontinue the contract, he will give the provider thirty days written notice that he is terminating its services. There would only be one major external provider planned, for professional development through a FRAMEWORK FOR ENGLISH LEARNER (EL) SUPPORT". Having one major provider with experience coupled with an experienced school turnaround principal simplifies things greatly.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 3: Pre-Implementation Year.** List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Training school staff in the parameters and programs and services that will be available as a result of the grant, including professional development for the use and care of technological resources to enhance instruction.
2.	Creating Rubrics for assessment of interventions and the impact of those interventions on student achievement.
3.	Identifying necessary community partners and introducing them to the upcoming pathway of interaction that will result from the full implementation of the project.
4.	Establishing a common culture of work and expectations that will result in the clear delineation of lines of communication among all of the individuals that will be working within the parameters of the implementation.
5.	Identifying staffing needs for the following school year based upon the data compiled from within the school and hire administrative/instructional staff, including Project Coordinator, ECE Teachers, Interventionists
6.	Test assessment and benchmarks to ensure accurate data collection processes are in place.
7.	Rolling out the timeline for the goals and expectations to the school staff, and receiving feedback on the feasibility and attainability of the desired goals to ensure a common vision.
8.	Design, develop and prepare for implementation with the guidance of the state approved technical assistance provider.
9.	Register for/attend required TTIPS team training
10.	Recruit, screen, and select potential external providers (Complete contractual agreements)
11.	Develop Staff Development Plan and Timeline
12.	Communicated project mandates to all stakeholders.
13.	Purchasing resources for the expansion of Pre-Kindergarten
14.	Purchasing necessary technological resources, including iPads, computers, and interactive whiteboards
15.	Ensuring communication pathways are establish between campus based personnel and District-level support personnel.
16.	Identifying any potential challenges involving the physical site that might be a barrier to implementation.
17.	Creating the necessary systems to establish and effective data management system that allows for the collection, sharing, and analysis of data throughout the school.
18.	Develop instructional framework to guide the improvements in teacher quality, and identifying campus-based supports for teachers.
19.	Create reward/incentive plan and submit for District approval to attract the best talent to the school.
20.	Comprehensive review of the proposed plan to ensure effective implementation in the following year.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 4: Coordinated and Integrated Efforts.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?  
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Tony Gonzalez Elementary goals, professional development plans, strategies and activities are all aligned under the district's central administration initiatives and goals. These Tony Gonzalez Elementary three year goals as required by the district. The rationale is how they align with central administration's instructional goals. 1: 75% of 5th grade LEP students will meet exit criteria on TELPAS. (Rationale: Students who lack English proficiency by middle school are at a greater risk of dropping out.) 2: 5th Grade students will perform at 80% passing on STAAR Reading and Math assessment. (Rationale: To increase the number of incoming 6th graders on or above grade level performance in reading and math.) 3: Each year, every grade level will have 85% of their students reading on or above grade level at the end of the year per STAAR. (Rationale: Students who enter their current grade reading on or above grade level have a much higher rate of success in all core subjects throughout their academic career. This will also enable us to reach our goals.) These are TGE's planned professional development topics and how they align with the district. -Balanced Literacy for all teachers in grades K-5 (Guided reading comprehension toolkit, word study and vocabulary enrichment, genre studies, project-based learning). This is the #1 initiative of the Curriculum and Instruction initiative.

- Sheltered strategies for supporting ELLs in all core content areas.
- #1 initiative of the Bilingual/ESL Coordinator: The Bil/ESL coordinator recommended that TGE contract an external provider that demonstrates the following:
  - Rigor of teaching and learning; common formative assessments aligned to state testing; vertical alignment; differentiated, personalized instruction for diverse student population
  - Strategies for high performing urban schools/ effective, data driven small group instruction
  - -Technology integration aligned to TEKS (and STAAR); technology literacy - #1 initiatives of the Educational Technology
- PBIS/Chicken Soup for the Soul's Hallway Heroes; and handling student misbehavior. -#1 initiative
- Bullying prevention; violence/conflict resolution; No place for hate; Developmental Assets – Initiatives of the Elementary Counseling & Health Fitness Departments. Because these are district initiatives, the staff development provided paid for by the grant will extend and go deeper as needed on these topics at TGE.
- Family Literacy Project - This program encourages family reading and targets all ages. It supports the district focus on balanced literacy, bilingualism and English Language Development.\

These are TGE's strategies. They are all supported by the areas of Teaching & Learning and by Administration & Operation

- Increase the amount of instruction delivered in English for Prek-5th grade.
- Structured follow up coaching to sustained training/in-services/workshops/conferences
- Faculty meetings, vertical/horizontal meetings afterschool/ the Cougar Huddle Professional Learning Communities (PLC) used for data disaggregation, staff development, test training , guided lesson planning, test construction, Grade level teams meet a minimum of 2-3 days a week for lesson planning with an additional Saturday once every six weeks.
- 120 minutes of daily reading, 90 minutes of Math; 45 minutes each of science and social studies (SS) instruction built into Master Schedule for grades Pre-K to 2nd and 100 min. reading, 90 min. math, 60 min. science, 40 min. SS in 3<sup>rd</sup>-5th, along with recess after lunch whenever possible and specials (Music, Art, Health Fitness)
- One and one half hour Cougar Huddle PLCs built into the master schedule.
- Monitoring for fidelity of language of instruction in 2<sup>nd</sup>-4<sup>th</sup> , small group instruction in 1-15 balanced literacy in K-5, rigor of instruction, use of student data to plan according to the TEKS and the district framework.
- Principals/instructional coaches/teachers holding classroom data conferences in Oct., Jan ., and establishing Student Success Committees
- Planning & implementing K-5 student interventions/tutorials & Saturday Academies from October through May for students not meeting expectations.
- Using Mentoring Motivation Series to build stamina and support students with test taking strategies
- Students tracking their own progress towards goals during tutorials.
- Administrators reviewing all progress reports and report cards before they are sent home to parents.
- Parent education/engagement events held throughout the year

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 5: Principal Replacement**

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Rogelio Campa

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

SMISD's Superintendent announced the assignment of the Interim Principal Rogelio Campa to Tony Gonzalez elementary staff in November of 2014. On June, 2015 was officially Rogelio's start as principal of TGE. Mr. Campa formerly was the assistant principal of Santa Maria Middle School in Santa Maria ISD (2012-2014), Rogelio's style is to make sure that the remaining staff understands that he was not part of the decision to replace the existing principal. He was moved to that campus by the Superintendent because children were not learning as well as they should. In each case, he turned around a low performing school with existing staff. Rogelio feels an internal sense of urgency to get the job done before any more damage is done to new cohorts of students. He does not believe that it takes five years to turn a school around.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 6: Rural LEA Flexibility**

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Tony Gonzalez Elementary will use Santa Maria ISD's new Teacher and Principal Appraisal Systems (TTESS) which will include measures of student growth (drafted at 20%). The district is piloted the state developed Teacher Appraisal System during 2015-2016. TGE will begin using it in 2016-2017.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	SMISD's new teacher appraisal system is grounded in teacher growth and enhancing teacher performance. It starts with a teacher to Goal Setting and Professional Development (GSPD) in which the teacher and principal hold the GSPD conference. They must a data analysis and set their professional goals. 15 days before the end of instruction the teachers must complete Part II, goal reflection and the end of the year conferece will take place. Part III is where the teacher sets future goals Multiple diagnostic conferences will occur throughout the school year with the teacher and the appraiser to review goals, determine if they have been met, and set new goals as identified. The appraiser will have a minimum of two opportunities to observe the teacher and score their observations. Finally, teacher and supervisor will complete an end of year conference to review and reflect on progress. The Principal will expect the consultants to agree with her on the value of constant monitoring of instruction. In addition to the TTESS teacher appraisal system, the Principal will increase the amount of multiple observation-based assessments through his instructional leadership team consisting of himself and assistant principal. Teachers will evaluate their own collections of professional practice with the instructional leadership team and other teachers during "Cougar Huddles", faculty meetings and grade-level planning meetings. Teachers will improve their rofessional practice throuhh collaboration.
Describe how the evaluation system was developed with teacher and principal involvement:	The district's decided that the district use the TTESS (Texas Teacher Evaluation and Support System). The District sought input from teacher representatives of all kinds and representing all grade levels through focus groups. With the input they gathered, they created a district-wide teacher survey. The official pilot was during the 2015-2016 school year. TGE will start using the new teacher pal and Prinevaluation system in 2016-2017. The principals will set goals utilizing the new appraisal system around Summer of 2016

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 8: Educator Reward and Removal**

Applicants proposing a **TRANSFORMATION**, **TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	The SMISD Human Resources Department has polled teachers to ask them what rewards motivate them. Teachers responded "acknowledgement, appreciation and team or whole school celebrations." To acknowledge and appreciate staff with improved student achievement, the district will allow the principal to pay for allowable staff development of their choice towards their instructional goals up to \$1000 per semester based on student growth. The Superintendent for School Improvement will determine the principal's reward for meeting performance targets in years 2, 3 and 4 for up to \$20,000 per year. To provide flexible work conditions, the Superintendent of School gave the principal the opportunity to flex his time and work from home when needed. The Principal gave teachers permission to flex their work schedules to attend staff development sessions and provided subs for them. To PK teachers, he gave permission to flex their schedules to leave early to participate in team planning. To provide promotions for campus staff, the campus leadership team looks for teacher leaders who are successful in the classroom and they provide them with opportunities for more growth such as presenting professional development. These talented teachers are given opportunities to become campus team leaders, intervention specialists and instructional coaches.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	The protocol to support teachers who are struggling to improve their professional practice is for the principal to have a series of conversations with them to verify that they understand what their professional duties and commitments are. As a district Learning Walks have been started so that teachers are finding trend and making recommendations for their own growth. The principal will ask clarifying questions and offer suggestions based on personal knowledge and experience. The principal will ask the teacher "How can I support you?" and make arrangements to accommodate any reasonable requests himself, through staff and/or available budgets. The principal will also clarify the quality of the expected deliverables and set timelines. If the teacher does not self correct, the principal will assign staff, (such as a colleague, a grade level chair or an instructional specialist) to meet regularly with that teacher to mentor them. The principal may also arrange for the teacher to observe other teachers within the building or within the district. The principal may select and offer targeted professional development, as well as have the teacher reflect and search for his/her own professional development. The principal may also request for the teacher to watch particular videos related to their struggle in PD360 or to participate in a book study.
Describe the criteria established for educator removal:	After a principal has tried the protocols/interventions described above and does not see a change in the teacher's behavior, the principal and teacher will develop together a plan on a form provided by the Human Resources Department to document the observed behavior and to state in writing the desired behavior. If the undesirable behavior continues, the principal may continue to document the teacher's failure to improve their professional practice and formally submit a recommendation for nonrenewal to the Superintendent, who if she agrees, will forward it to the Board of Trustees for a vote, as required per Board Policy DFBB (Local). Additional detailed information on timelines and procedures can be found in Board Policies DFAA,DFAB,DFBA,DFBB,DFD,DFF,DFFA,DFFB,DFFC.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 10: Developing an Early College school-wide strategy**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 11: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 12: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 13: High-quality preschool programming**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

The full-day preschool will operate from 8 AM – 3:30 PM. It will consist of three bilingual classes. The day will be full of activities that foster a love of learning in language arts, math, science and social studies while students develop their language, listening comprehension and knowledge about all subject areas. Teachers will instruct them in large and small groups and through workstations (learning centers). They will use integrated instruction to teach their units of study. Students will take educational field trips that complement the curriculum to nearby locations around the city for additional hands on experiences. PK teachers will have a bachelor's degree and an early childhood certification from TEA. SMISD will hire additional teachers and an additional assistants to meet the staff-to-instructional staff ratio of no more than 10 to 1 and to ensure that class sizes are no more than 20. SBISD already pays PK teachers the same as certified K-12 teachers. Paraprofessionals will be paid according to the district's paraprofessional support staff plan. The campus will partner with a community based provider (Neighbors in Need of Service (NINOS) INC. to deliver the preschool.

Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program.

If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.

The campus will partner with a community based provider, which will be on site, to deliver the key components of the model, such as staffing or facilities needed to deliver a grade-level program.

To ensure that all students enrolled at the grantee campus. SMISD will house NINOS headstart program within the campus.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 14: High-quality preschool programming (continued)**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	<p>The preschool program is based upon the recommendations of the National Association for the Education of Young Children (NAEYC) in alignment with the standards set for by the Texas Education Agency. Research-based recommendations by NAEYC insist on a play-based curriculum that champions developmentally appropriate practices in an enriched environment by an intentional teacher. A play based-curriculum will allow for the development of necessary precursors to academic learning, as well as develop socio-emotional skills. As a result of collaborative planning sessions, the program will be vertically aligned in all subject areas, and the introduction of a social worker and fulltime counselor will address.</p> <p>SMISD PK teachers are using curriculum that covers state prekindergarten guidelines which will be aligned to TEKS. We will use curriculum from Pearson, Opening the World of Learning (OWL) to enhance socio-emotional learning and a centers based approach to help children learn to work together and build their oral language capacity. Language arts is based on a balanced literacy approach which is aligned to literacy instruction in grades K- 5. We also use the same literacy assessment PK-5 to guide individualized reading and writing instruction. Math curriculum moves from concrete to abstract with an emphasis on problem solving using manipulatives. Students also participate in class projects where they authentically use the literacy and math skills they are acquiring</p>
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	<p>Continuous assessment of socio-emotional skills using agreed upon rubrics, and observations of students engaged in performance based assessments will guide continuous improvement and next grade readiness. PK scholars will be tested with the Circle exam at the end of the year. Kindergarten scholars will be assessed using Istation, district snapshots, campus created common assessments. PK and Kindergarten teachers will monitor students' progress with both formative and summative assessments. Teachers will maintain a checklist to monitor students' progress on all guidelines and TEKS. Additional data will also be reported to parents three times a year in the form of a PK progress report. Teachers will formally assess students 3 times a year. The campus instructional leadership team along with teachers will examine the preschool and kindergarten data to inform continuous improvement and next-grade readiness.</p>

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 15: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 16: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 17: Whole-School Reform Model Developer**

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

N/A

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

N/A

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.**

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031913

Amendment # (for amendments only):

**Statutory Requirement 19: Enrollment in higher achieving schools**

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913		Amendment # (for amendments only):
<b>TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>improve the instructional program</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve the instructional program</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Improve the Instructional Program</b>	
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1. The principal will schedule weekly tutorials at the end of the day for every child that failed district or state assessments so that students and parents/guardians know that these tutorials are mandatory.	The afterschool tutorials will help improve the instructional program by creating remediation as well as enrichment for students to improve academic achievement. Cost will be incurred through extra duty and benefits cost.	
2. The principal will assign every TGE teacher weekly tutorials in either math or language arts for every child that failed the state assessments. The principal will make it clear that the problem does not just belong to the core teachers. He will emphasize that it is everyone's problem and that every teacher is responsible for every child.	With the help of the entire staff, we will be able to improve student performance and academic stability. Cost will be incurred through extra duty and benefits cost.	
3. The principal will protect instructional time, especially afternoon instructional time, which is often negatively impacted by early dismissals and parent/teacher conference times. The principal will insist that all events and all rituals tie back to instruction.	This will create an atmosphere of bell to bell instruction with our wasting time. Cost will be incurred through extra duty and benefits cost.	
4. The principal will require teachers to "teach with the end in mind". This means that he will require teachers to write their assessments before planning their lessons. This planning skill will establish structure and consistency within the teaching environment at TGE.	PLC times will be scheduled for one and a half hour to create assessments. This will incur cost related to extra duty and benefits cost.	
5. The principal will rearrange some teaching assignments, placing stronger teachers in grades with academic problems, while trying not to weaken grades that have done well. The principal will start the hiring process early in the year for teachers that he knows will be leaving.	Lower level Teachers will be moved to to tested subject areas that are in need of improvement. Incentives will be provided for high performing teachers. Cost will be incurred through extra duty and benefits cost.	

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 031913		Amendment # (for amendments only):
<p><b>TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY</b></p> <p>Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.</p> <ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase teacher quality</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase teacher quality</i>.</li> </ul> <p>Use Arial font, no smaller than 10 point.</p>		
<b>Critical Success Factor:</b>	<b>Increase Teacher Quality</b>	
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1. The principal will require teachers to be more reflective and purposeful about their teaching. He will clarify the expectations that the State has and the expectations that the district has. He will require comprehensive planning that includes collaborative work in to increase rigor.	The increase in rigor will increase student academic achievement to the Advance Level III. The planning between teachers will incur cost to the extra duty and benefit cost.	
2. The principal will require teachers to collaborate with other teachers, write detailed lesson plans and to display on their white boards what students will be learning and doing every single day. He will require that the white boards include a content objective, a language.	PLC for one and one half hour once a week to allow teachers to collaborate and discuss lesson plans. Cost will be incurred through extra duty and benefits cost.	
3. If teachers do not fulfill their job requirements, the principal will make it very clear that they will not be working at TGE anymore. The principal will tell these teachers in a very direct and determined way what is going to happen. He will place uncooperative teachers on growth plans and implement disciplinary actions.	New hires will be interviewed in order to sustain job fulfillment. These are cost academic/instruction payroll cost.	
4. The principal will schedule training with Consultants on how to work with the many students who are not fluent in English. He will require teachers to create language-rich, interactive classrooms. He will expect teachers to make sure that ALL students speak and write in complete sentences.	Consulting training will help increase student academic achievement. Cost will be incurred through professional and contracted services.	
5. The principal will survey staff to see what staff development they feel they need. He will then coordinate the professional development with consultants in a timely manner so that teachers can implement what they learned in their classrooms to see the pay-off of improved instruction.	With proper planning of professional development that will be based on the teacher need to be able to increase academic achievement. Cost will be incurred through professional and contracted services.	

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913		Amendment # (for amendments only):
<b>TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase leadership effectiveness</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u><sup>7</sup>, named in the Budget Schedules, indicating how costs will support the intervention to <i>increase leadership effectiveness</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Increase Leadership Effectiveness</b>	
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1. The principal will emphasize that he is there because TGE's students were not getting the instruction they needed to be academically successful. He will lay out the test data to underscore his point.	Academic Achievement will be the goal and will be address through the extra duty and benefits cost.	
2. The principal will make it clear to staff that TGE is going to be a very data-driven campus. If teachers are not getting results with how they are teaching, he will ask them to reflect on how they can change their instruction so that students are learning.	Training teachers and staff to be Data driven will allow teachers to help increase the area of academic performance. Cost will incur in the extra duty and benefits cost.	
3. The principal, supported by the TGE's Leadership Team, will change the culture of low expectations by emphasizing to teachers that while they cannot change what has happened to students at home, they can change what every child experiences from the moment they enter the school until the moment they leave it.	With the concept of understanding that we have the upper hand once student arrive at campus or ride the bus, their academic need is priority one to increase academic achievements and increase of leadership effectiveness. This cost will be in the benefits cost.	
4. After implementation of the plans, the principal's Leadership Team will analyze results and determine what they need teachers to do or how to resolve issues. They will evaluate what worked and what did not work and make adjustments accordingly.	Through continuous improvement and iterative process teachers will have the basic knowledge of becoming a strong leader. This cost is incurred in professional and contracted services.	
5. The principal will make sure his leadership team is completely on board in supporting the vision and mission with the ultimate goal of quality instruction for 100% of TGE's students.	Through training and increasing leadership amongst teachers and staff, the likely hood becoming effective leaders will help improve our academic scores. Cost are generated in the professional and contracted services.	

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913		Amendment # (for amendments only):	
<b>TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.			
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase use of quality data</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase use of quality data</i>.</li> </ul>			
Use Arial font, no smaller than 10 point.			
<b>Critical Success Factor:</b>		<b>Increase Use of Quality Data to Inform Instruction</b>	
<b>Planned Intervention</b>		<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1.	Teachers will learn to use assessments state data from the previous year, data based on classroom assessments, exit ticket data, six-week assessment and district benchmark to monitor their students' academic progress.	Training on data desegregation will allow our staff to use quality data to drive instruction. This cost will be incurred through professional and contracted services, as well as extra pay and benefits cost.	
2.	The principal will make sure that teachers look at data and know how to interpret and use it to drive instruction. The principal has scheduled a one and one half hour "Cougar Huddle" for data disaggregation, staff development, test training, guided lesson planning and test construction.	The Cougar Huddle is a PLC approach for teacher to break down the data and make informed decisions. This cost is incurred through the professional and contracted services and extra pay and benefits cost.	
3.	The principal will create a schedule in which teachers have time for individual planning but also for grade level team planning. Teams will analyze data, determine which TEKS they were teaching well and which they were not, to plan curriculum and engage in professional development	DMAC training will allow for teachers to determine if TEKS were mastered or not. This is part of the professional and contracted services as well as benefit cost.	
4.	The principal will monitor and discuss the effectiveness of all the external providers. He will make decisions on how to improve their performance. Any external providers not providing services as expected will be replaced if they do not produce satisfactory results after they are given a reasonable length of time to improve.	With a constant vigilance on how effective external providers are providing services will allow for the principal to make an informed decision to quickly move to the next best option. This cost is related to professional and contracted services.	
5.	TGE's CLT will monitor the implementation of newly acquired practices through observations, walkthroughs, and learning walks. The principal will report their findings back to their consultants throughout the school year so that adjustments to professional development plans can be made.	With data collected through learning walks that incorporate rigor, self-learning, and collaborative work will allow us to make informed decision to correct any unnecessary trends and make recommendations to correct	

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913		Amendment # (for amendments only):
<b>TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase learning time</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase learning time</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Increase Learning Time</b>	
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1. Eliminate inefficient practices throughout the campus related to unorganized, unprepared classrooms by training staff during "Cougar Huddle" for teachers to use the bell to bell model. Example: 3 minutes a period X 4 period = 12 minutes X 180 days = 2160 minutes or 36 hours Instructional Time Lost for the year.	With the bell to bell model this will increase the learning time, because there is not loss of time as students' transition within the class. The cost is reflected in the professional and contracted services.	
2. Principal, Assistant Principal, Data and Intervention Specialist to monitor hallway transitions and bathroom breaks to reduce the time squandered. The principal will develop three additional intervention specialists to be leaders and to assist the administrative team in the monitoring of procedures, structures and expectations.	With minimizing the time it takes to move from classroom to lunch or PE to lunch, these will diminish the lost time during transitions periods and breaks (lunch, recess, etc...). This cost is incurred in the Payroll Cost benefits.	
3. Implement a requirement for bell to bell instruction during the regular school day, the afterschool program and the summer school program.	With the bell to bell model this will increase the learning time, because there is not loss of time as students' transition within the class or to afterschool tutorials. The cost is reflected in the professional and contracted services.	
4. The principal will make sure that all meetings are meaningful. His expectation will be that when staff members leave a meeting, they will have the next steps that they can put into practice the following day.	PLCs are not to be used as staff meeting. The designated one hour and one half hour are to increase the knowledge base for teachers to create new ideas to minimize loss of time. This cost is incurred in extra duty and benefits cost.	
5. The principal and he administrative team will plan and monitor after school and summer school programs which will have academic components and goals. They will increase learning time at home by implementing a Family Literacy Program.	With the family literacy nights parents will be able to help us increase learning time through the home. This cost is incurred in the extra duty pay.	

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913		Amendment # (for amendments only):	
<b>TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.			
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase parent/community engagement</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention for <i>parent/community engagement</i>.</li> </ul>			
Use Arial font, no smaller than 10 point.			
<b>Critical Success Factor:</b>		<b>Increase Parent/Community Engagement</b>	
<b>Planned Intervention</b>		<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1.	The principal and his CILT will hold focus groups with parents/guardians to ask for feedback on what they really like about TGE and what things they would like to change, including safety issues. His administrative team will take their feedback into consideration during the planning process.	This will allow for proper planning for community involvement issues so that we may plan accordingly through engagement. The cost is incurred in the payroll cost and extra duty benefits.	
2.	The principal and his leadership team will make data available and comprehensible to all parents; TGE will host volunteer recognition events and parent engagement/education activities. Parents and community members will be informed academic success of the TGE's students.	With the recognition of parents and education activities we will increase parent/community engagement to help our student increase academic performance. Supplies and materials that do not require specific approval:	
3.	The principal will recruit and assign staff to attend training and successfully implement a Family Night Literacy Program. They will train parents in effective strategies for assisting their children in reading and math.	Family Literacy Nights will allow for parents to communicate with teachers on the lesson that will be taught throughout the six weeks. This will allow for us to increase parental involvement as well as help our student improve academically. The cost is incurred with extra duty and benefits cost.	
4.	The principal will emphasize that collectively we are a community of learners dedicated to continuous improvement at all levels. He will emphasize SMISD's core values. The principal will ask parents and community member volunteers for maximum effectiveness.	With parents becoming involved in their children's education, it allows for learning to increase and in turn increase academic performance. Supplies and materials that do not require specific approval:	
5.	The principal will require that teachers actively engage parents about their children's learning during conferences. He will provide staff development on how to hold those conferences. He will require teachers to share with parents their children's goals for learning and summaries of relevant assessment data including student writing samples.	Professional Development opportunities allow our teachers to be efficient with their planning to increase parental involvement. Professional and Contracted Services, extra duty pay and benefits cost.	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913		Amendment # (for amendments only):
<b>TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE</b>		
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"><li>List the <u>key interventions</u> the campus will implement to <i>improve school climate</i> in order to achieve increased academic performance.</li><li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve school climate</i>.</li></ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Improve School Climate</b>	
<b>Planned Intervention</b>		<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>
1.	The principal will schedule 20 minutes with each staff member to get to know them professionally and personally. The Principal will use the information he gathers from the conversations to generate conversations among staff and collegiality in staff meetings.	With these scheduled meeting the principal will be able to gather data that shows their needs for improvement. Extra duty pay and benefits cost.
2.	Principals will use place cards to assign seats for staff development putting the most engaged staff up front, staff who are on the fence in the middle and staff who is negative together in the back of the room with administrators will rotate to monitor them. Based on this the negative ones will tire of each other quickly and asked to be moved or will resign.	With the professional staff engaged in positive climates they will understand the difference between negative comments. Professional and Contracted Services and extra duty pay.
3.	Incentive Committee will build staff moral by recognizing life events and generating social activities such as going to South Padre Island together to build the team concept.	This event will allow the staff to build relationship and improve school climate. Extra duty pay and benefits cost.
4.	The principal and his assistant principal will plan staff development in such a way that staff is put into various grouping patterns to build community amongst teachers. They will use place cards and name tags that are color coded by grade level and labeled with symbols according to what each person teaches so that staff get to know each other.	To build relationships that will improve school climate. Professional and Contracted Services and extra duty pay.
5.	The principal and his CILT will plan celebrations for student academic successes.. They will plan whole school celebrations that include parents such as student assemblies recognizing students who earn all A's and B's, and perfect attendance. They will drink apple juice in plastic champagne glasses to celebrate increases in STAAR test scores!!!	This will increase student moral by allowing the student show their success. This will improve the school climate and create a competitive stage. Supplies and materials that do not require specific approval; Student Incentives

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 031913		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 031913

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 031913

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 031913

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 031913

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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